IMPACT OF SKILL INDIA INITIATIVE ON RURAL LIVELIHOOD : A HOUSEHOLD LEVEL STUDY AMONG SOCIAL GROUPS IN VIJAYAPUR DISTRICT

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Research Guide

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l. INTRODUCTION:-

The Skill India initiative is a flagship program of the Government of India launched in 2015 with the objective of imparting skill training to 400 million youth by 2022. The program aims to provide market-relevant skills training to youth in order to make them employable and self-sufficient. The impact of the Skill India initiative on rural development has been significant. The program has helped to create employment opportunities for rural youth, improve their incomes, and reduce poverty. It has also helped to promote entrepreneurship in rural areas and boost the local economy.

Chief Minister Kaushalya Karnataka Yojana (CMKKY)

Empowering Karnataka's Youth through Skill Development

The Chief Minister Kaushalya Karnataka Yojana (CMKKY) is the flagship skill development program launched by the Government of Karnataka under the Skill Development, Entrepreneurship and Livelihood Department (SDEL). Designed in alignment with the National Skill Development Mission, this scheme aims to equip the state's youth with industry-relevant skills to enhance their employability and promote self-reliance.

CMKKY is a state-level initiative similar to the central government's Pradhan Mantri Kaushal Vikas Yojana (PMKVY) but tailored to the specific needs and socio-economic profile of Karnataka's population. It covers both rural and urban youth, especially targeting school/college dropouts, unemployed individuals, and those looking to upgrade their existing skills.

Objectives of CMKKY

The primary objective of CMKKY is to bridge the gap between demand and supply of skilled manpower by creating a pool of industry-ready professionals. The key goals include:

- Providing Skill Training: Offer short-term training to unemployed youth and dropouts from school or college to make them job-ready.

- Certification of Existing Skills: Recognize informal or non-formal learning and experience through the Recognition of Prior Learning (RPL).
- Encouraging Entrepreneurship: Equip candidates with skills that can help them set up their own businesses or startups.
- Promoting Sustainable Livelihoods: Facilitate employment generation through a skilled and certified workforce.
- Fostering Private Sector Participation: Promote industry involvement in curriculum design, training delivery, internships, and placements.
- Establishing Skill Training Ecosystem: Build sustainable Skill Development Centres and Centres of Excellence (CoE) in various sectors.

Key Features of CMKKY

The CMKKY scheme has been structured to ensure accessibility, quality, and outcomes. It incorporates several essential features to provide a robust and scalable training and placement model.

1. Short-Term Training (STT)

STT courses are offered to school/college dropouts and unemployed youth. The training is aligned with job roles specified under the National Skills Qualification Framework (NSQF). These courses typically span 2-3 months and include soft skills, financial literacy, digital literacy, and entrepreneurship modules.

2. Recognition of Prior Learning (RPL)

RPL is meant for individuals with pre-existing skills gained through informal employment. Candidates are assessed and, if found competent, certified without undergoing long-term training. This promotes formal recognition of skills among the working population and enhances job mobility.

3. Special Projects

Special Projects are designed to cater to the training needs of marginalized groups or specific industrial sectors. These may include programs for SC/ST candidates, women, persons with disabilities, and artisans, or for sectors like construction, apparel, or healthcare.

4. Payment Structure

Payments to training partners are outcome-based and released in tranches:

30% at the start of training

30% on successful placement verification

40% upon successful assessment and certification

This ensures training quality and placement accountability.

5. Repeat Enrollment Policy

Candidates are allowed to undergo CMKKY training up to two times. The second training should be in a higher NSQF level or a different sector, and only after a six-month gap from the first certification. This encourages continuous learning and skill upgradation.

6. Job Placement Support

- CMKKY provides extensive placement support through:
- Rozgar Melas (Job Fairs)
- Industry linkages via Sector Skill Councils (SSCs)
- Skill Connect Portal, which connects job seekers with employers through an IT platform
- Post-placement support such as travel allowance and counseling

7. Vocational Education in Schools

CMKKY integrates vocational education into the school curriculum (Classes 9–12) in collaboration with the Education Department. This early exposure helps students understand skill-based career options and prepares them for future employment or entrepreneurship.

8. Centre of Excellence (CoE)

CoEs are established for different industry sectors to act as model training hubs offering high-end courses, research, and innovation in skill development. Each major sector will have at least one CoE in Karnataka.

9. Inclusion and Accessibility

Special efforts are made to bring rural youth, women, minorities, and underprivileged groups into the skilling ecosystem. Training centres are opened in remote taluks and backward regions, ensuring widespread reach.

Eligibility Criteria for CMKKY

To be eligible for CMKKY, an individual must meet the following conditions:

- Be a resident of Karnataka.
- Be an Indian citizen with valid documents (Aadhaar card, voter ID, bank account).
- Be unemployed or have dropped out of formal education.
- Preferably be between 18 to 35 years (relaxations available for certain categories).
- No educational qualification is required for entry-level courses. However, specific training programs may require basic literacy or sector-specific skills.

Benefits of CMKKY

The scheme offers a host of benefits to eligible candidates:

- Free Skill Training: All training under CMKKY is free of cost to ensure affordability and inclusivity.
- Nationally Recognized Certification: Certified candidates receive a Skill India certificate that is recognized by industries across India.
- Skill India Card: Candidates are issued a digital card that records their skill profile, making it easier for employers to verify credentials.
- Placement Assistance: Certified candidates are supported through job fairs, interviews, and access to employer databases.
- Support for Entrepreneurs: Candidates interested in self-employment are connected with banks, MSME departments, and startup support platforms.

- Post-Placement Support: Beneficiaries receive support such as relocation assistance, counseling, and mentorship for six months post-placement.
- Bridging the Skill Gap: By aligning training with market needs, CMKKY ensures that candidates are job-ready.

Performance of Karnataka under Skill Development Initiatives

Under PMKVY 2016-2020, which laid the foundation for CMKKY, Karnataka demonstrated strong performance in skilling and placements. As per the Systematic Data Management System (SDMS) reports till 17th January 2020:

Training Type				Trained			Reported Placed
Short-Term Training (STT)		94,691				38,763	
Special Projects			10,297				6,709
RPL (Oriented only)			2,04,010	Not applicable			

These figures highlight Karnataka's proactive approach in implementing skill development programs, with substantial outreach and certification under RPL.

II. Review of Literature:

A brief review of studies pertaining to the IMPACT OF SKILL INDIA INITIATIVE ON RURAL DEVELOPMENT as presented below

Sonali Kanchan and Sakshi Varshney (2015) explained in their study that skills and knowledge are essential for economic growth and social stability. Appropriate skill development policies play a major role in economic development. India has set ambitious goals for faster and sustainable economic growth in its five-year plans. With its demographic

dividend, India needs to provide adequate skills to its workforce. Skill development has become a national priority, and a number of measures have been taken and are in the works to achieve this goal. This paper examines the status of skill development in India and the challenges it faces in implementing different initiatives and strategies. .

Ramesh Chandrahasa (2016) conducted a study on the challenges, problems, opportunities, and skills for successful rural entrepreneurship in India. Entrepreneurship is the process of starting and running a new business, which can be a startup company that offers a product, process, or service. It is the capacity and willingness to develop, organize, and manage a business venture, along with the risks involved, in order to make a profit. Enterprise and entrepreneurship are the drivers of economic growth in India's rural areas. With the ongoing challenges facing traditional rural sectors, the future success of the rural economy is closely linked to the ability of rural entrepreneurs to innovate and identify new business opportunities that create jobs and income in rural areas.

Ambika Bhatia and Chhavi Kiran (2016) conducted a study titled "Rural Development through E-Governance Initiatives in India". India is a nation with 70% of its population living in rural areas, which puts pressure on the government to focus more on the development of rural India. Information and communication technologies (ICTs) can provide major opportunities for rural livelihoods and contribute to poverty reduction. The productivity of rural areas can be enhanced by using ICTs. Through various e-governance initiatives such as E-Choupal, Akashganga, Gyandoot, Tata Kissan Kendra, and Kissan Call Centres, the Government of India has the ambitious objective of transforming the interaction of citizens with the government in an electronic form. This will ensure more transparency and better administration. This paper attempts to identify the various building blocks that have led to rural development through various ICT initiatives.

III. Significance of the study:

Skills and knowledge are the driving forces of economic growth and social development for any country. India currently faces a several shortage of well- trained, skilled workers. Therefore, India must focus on scaling up skill training efforts to meet the demand of employers and drive economic growth. India is one of the youngest nations in the world, with more than

54% of the total population below 25 years of age and over 62% the population in the working age group (15-59).

In this context, skill development has become a key priority area for the country. This is not only essential for economic development, but would help to fulfill youth aspirations for good quality, better paid jobs and self-employment opportunities. This would also enable the country to take advantage of its favorable demographic profile. With a large pool of skilled people, India has an opportunity to become a skill provider for the world, particularly the ageing developed world. skill certification and reward scheme aims to enable and mobilize a large number of Indian youth to take up skill training and become employable and earn their livelihood. Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers. This will boost the productivity of the country's workforce by enabling them to acquire high quality skill training across a range of sectors.

IV. Statement of the Problem.

Here are some of the challenges might be faced in implementing the Skill India initiative in rural areas, Lack awareness about the program among rural youth, Lack of infrastructure and training facilities in rural areas, Lack of qualified trainers in rural areas and Lack of placement opportunities for rural youth after completing their training.

V. Objectives of the Study

The main objectives of the study are;

1.To study the background and implementation of CMKKY (Skill India Initiative) in Vijayapura District.

2. To analyze the impact of CMKKY on different social groups (SC, ST, OBC, General) in rural Vijayapura.

3. To examine how CMKKY contributes to rural livelihood improvement.

4. To identify the challenges faced by rural beneficiaries in accessing and benefiting from CMKKY training programs.

5. To suggest policy measures for improving skill India effectiveness.

VI. Hypotheses

The following hypotheses were framed for the study.

H1: CMKKY has significantly improved employment opportunities for rural beneficiaries.
H2: SC/ST groups benefit less from CMKKY compared to OBC/General categories due to structural barriers.
H3: Skill training leads to higher income levels among participants.
H4: There is no relation between SKILL INDIA INITATIVE Training, Trainer Performance with the participants' Economic and Social Empowerment.

VII. Research Methodology:

For the present study following research methodology will be adopted.

1. Selection of The Area:

The present study extends over Vijayapur district. Researcher has selected the research Problem as "**IMPACT OF SKILL INDIA INITIATIVE ON RURAL LIVELIHOOD : A HOUSEHOLD LEVEL STUDY AMONG SOCIAL GROUPS OF VIJAYAPURA DISTRICT** " in the five all talukas are selected for the purpose of research.

2. Collection of Data:

The study involves both primary and secondary data.
Primary data shall be collected from the beneficiaries of CMKKY rural people directly through interview schedule as field work.
Secondary data shall be collected from official sources like publications of books, Magazines, article, news papers, other publications and online sources.

3. Sample Size:

The study will be covered samples by following simple random sampling method and size of sample will be calculated with the help of creative research system online sample size calculator at 95 percent of confidence level and 5 confidential intervals. The present study will be select respondents on the basis of no of beneficiaries resides in 5 talukas of Vijayapur Districts.

4. Analysis of Data :

Data will be collected through the interview schedule will be tabulated and analysed by using various statistical tools like percentage, ratio, and suitable tests to draw the meaningful conclusion of the study.

VIII. Chapter Scheme

The present study has been presented in following five chapters.

Chapter I : Introduction

This is developed to present an instruction to the topic of research followed by an explanation of the objective of the study, methodology of data collection, limitations of the study, review of the existing literature on the related aspects of the research

Chapter II : Review of literature

This chapter will explain regarding various review of literature concerned to the title of the study and Research gap.

Chapter III : An overview of Skill India Initiative of CMKKY

The third chapter deals Skill India Initiative overview in rural area it's various dimensions covered by the study.

Chapter IV : Profile of Study Area

This will be contented brief profile of the study area which is Vijayapura district of Karnataka state.

Chapter V:

Data analysis and interpretation

The fifth chapter provides data analysis Impact of skill India initiatives in rural areas .

Chapter VI: Findings, Suggestions and Conclusion

The sixth chapter provides a summary of the findings and suggestions Plan of the project and targets to achieve.

XI. Limitations of the Study:

The following will be the Limitations of the study,

1) The present study covers only five taluks Vijayapur district.

2) The present study covers only Skill India Initiative's CMKKY of rural areas.

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